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point of view. More surprising still is the fact that agencies of our national government should be used for the same purpose as they have been in recent years. It is to be hoped that there will be a general awakening in the near future to the viciousness of activities of this nature. The country needs capable men and women in its rural citizenship but they should be there because of the conditions surrounding farming and as the result of the working of an educational system characterized by adequate provision for vocational guidance and not as the outcome of propaganda.

But why impose this discussion on this group? If our Fraternity is representative of the most potent forces in the field of education, as I believe it to be, the reasons are two:

1. To challenge the view that has received such wide currency; namely, that it is or should be the mission of the rural school to hold children in the country—a well sounding statement that has

been too generally accepted without an analysis of its social and economic implications.

2. To direct your attention to the great opportunity that you have to help make right the educational facilities of the open country. Before this end can be attained there are a large number of problems relating to curricula, courses of study, administration, teacher training, and finance that must be solved. Are they receiving, at present, consideration that is commensurate with their importance? Not if we wish to be able to have equality of educational opportunity to be more than a high sounding phrase. The ideals of democracy can never be realized under conditions which make it necessary for millions engaged in our most fundamental industry to have such inadequate school facilities as generally obtain in our rural districts. The present situation is a challenge to the best research and teaching ability in our Fraternity.

Opportunities for Professional Careers in Education

During 1921 the results of a study to determine why a larger number of capable young men did not enter the teaching profession were published in the columns of THE PHI DELTA KAPPAN. The discussion of the results of that investigation stimulated Eugene M. Hinton, a graduate student in Education, to undertake a study of the opportunities for professional careers as a high school principal. The article which follows is a report of the results of a preliminary investigation of the problem. Although the study is incomplete, it is published at this time with the hope that it may stimulate other members of the Fraternity to begin the investigation of similar problems. The Executive Committee of Phi Delta Kappa is committed to the policy of encouraging in every way possible the scientific study of educational problems. There is need at this time of accurate detailed studies of the duties, responsibilities, opportunities and rewards which attach to each important field of educational activity, such as the superintendency, elementary school principalships, and instructorships in normal schools and colleges. It is recommended that the members of each local chapter, alumni chapter, and research association consider the advisability of making a careful study during the current year of the significant facts concerning a particular field of activity. The Editorial Board of THE PHI DELTA KAPPAN will be glad to consider the possibility of publishing the results of such studies in the national magazine.

WILLIAM S. GRAY, National President.

An Investigation of the High School Principalship as a Profession

Eugene M. Hinton, Culver, Indiana.

INTRODUCTION

Purpose of the investigation. The purpose of this investigation was to secure and interpret significant facts concerning high school principals in order to determine the opportunities for attractive

professional careers in that field of educational work. This problem is especially significant because of the widespread interest on the part of the Fraternity in the advantages and disadvantages of careers in Education. Unless there are

attractive opportunities the brightest and most ambitious young men will select other lines of work.

Before the steps of the investigation could be organized in detail it was necessary to consider three questions very carefully: (1) What information is necessary to a thorough-going study of the problem? (2) What are the sources of the desired information? (3) What is the most economical and effective means of securing the data?

Necessary information. A deliberate analysis of the problem under investigation showed clearly that such types of information as the following were essential to intelligent conclusions: (a) The motives which induce men to enter principalships and the qualifications which are most desirable for principals; (b) Necessary training and experience for effective work as principals; (c) The whole round of duties which principals have to perform; (d) The numerous contacts and helps which are essential; (e) The opportunities for service by principals; (f) The difficulties and limitations encountered by principals; (g) The attitudes of principals toward their work; and (h) The economic rewards received for the services rendered.

Sources of information. Numerous articles and reports have been published within recent years which contain significant information concerning principals and their work. However, the materials in those reports were secured from such a wide range of sources that the facts did not apply directly to any single group of principals nor did they contain sufficient information for an adequate solution of the problems under consideration. Accordingly, it was necessary to resort to some means of securing all the necessary information from a given group of principals.

Means of securing data. Personal conferences would have insured satisfactory data concerning some of the items and would have facilitated accurate interpretations. But such a plan was impracticable at the time this investigation was made. Consequently use was made of a question blank as the most practical means of collecting the data. In a few instances the written replies were supplemented by personal interviews, but this practice was so infrequent that it can hardly be considered one of the methods employed.

In preparing the list of questions, a series of points covering a somewhat complete analysis of the work of principals was first made. These points were then assembled into sections ac-

cording to their most natural groupings and arranged in convenient form for the purpose of the inquiry. The various sections covered specific points concerning important characteristics of the man and his position, other occupation previously engaged in, motives for entering the profession, professional opportunities, limitations and difficulties, qualifications and preparation which are fundamental to success, contacts and helps which are most essential to growth in service, the economic supplement to the salaries of principals, the items which should be stressed in discussing with a group of high school senior boys the opportunities for careers as high school principals, effective methods of presenting this information, and desirable experience and training for high school principals.

A tentative copy of the questions was first submitted for criticism to members of Zeta Chapter of Phi Delta Kappa as well as to several members of the graduate faculty of the School of Education, the University of Chicago. After a number of alterations had been made two hundred copies of the final form were mimeographed and distributed among the following groups of principals:

(1) Graduate students who were members of the local chapter of Phi Delta Kappa and who had previously been high school principals.

(2) Principals in the field whom the Fraternity brothers recommended as likely to be interested in such a study and willing to cooperate.

(3) The alumni of Zeta Chapter who were high school principals during the school year 1921-1922.

(4) Principals whose names were submitted by a state high school inspector.

(5) The principals of the cooperating secondary schools of the University of Chicago who were registered at the annual conference (1922).

(6) The high school principals who were members of two graduate classes in Secondary School Administration during the first term of the Summer Quarter at the University of Chicago (1922).

The returns were highly satisfactory. In all, exactly one hundred replies were received and used. The reports were, of course, subject to the criticisms and limitations common to any question blank study. Nevertheless, the completeness of most of the replies, together with the numerous remarks which were added, indicate the data as both significant and reliable.

(Continued on Page 14)

An Investigation of the High School Principalship as a Profession

(Continued from Page 11)

SIGNIFICANT FACTS ABOUT THE ONE HUNDRED PRINCIPALS

The purpose of this section is to present important facts concerning the one hundred principals who participated in the investigation.

Geographical distribution of principals. For the purpose of simplifying this presentation and of comparing the duties and opportunities in schools of various sizes, the principals were divided into four groups or classes on the basis of the enrollments of their schools. The principals of Class I were located in small schools having enrollments of less than 150; the principals of Class II were located in medium sized schools having enrollments between 150 and 350; the principals of Class III were located in large schools having enrollments between 350 and 750; and the principals of Class IV were located in very large schools having enrollments of more than 750.

There were approximately the same number of principals responding for each of the four classes of schools,—twenty-four for Class I, twenty-eight for Class II, nineteen for Class III, and twenty-nine for Class IV. Eighty-five per cent of the principals were located in the North Central States, eleven per cent in the Southern States, and three per cent in the Rocky Mountain States. Whatever conclusions are drawn, therefore, will apply most directly to principals in the North Central States.

Distribution of principals according to ages and school enrollments. The ages of the principals ranged from twenty-two to sixty-one, with sixty-seven per cent of them rather uniformly distributed between twenty-five and forty. The experience of the principals ranged from one to forty-four years, with the largest percentage between ten and fifteen years. Very few of the principals below the age of thirty-five were in charge of schools having enrollments of more than 750 pupils. Furthermore, a few of the older principals were in schools having enrollments of less than 750. On the other hand, the returns showed that there are opportunities for a limited number of young men to attain positions of large responsibility relatively early in life.

Distribution according to nature and amount of schooling. A large percentage of the principals had attended universities, colleges and summer

schools at some period during their schooling. Approximately half as many had attended normal schools. Very few had done any correspondence school work. Owing to the nature and quality of the work, the amount of time spent in schooling varied widely. However, most of the principals who had less than the full twelve years of schooling below the college had tried to correct their deficiencies by attending schools of higher learning. For the most part, it is true that the principals of the larger schools had received the broader preparation. Slightly less than fifty per cent of the principals had the equivalent of one year of graduate work or more. A very large percentage of these men were in the schools of Class IV. These facts justify the inference that professional advancement is coincident with additional training.

Other occupations previously engaged in. Most of the principals had previously been teachers. Aside from this work, farming was the most common occupation, while salesmanship ranked second.

Motives for entering the profession. A large number of the principals entered the profession for some temporary reason and remained because of the attractiveness of the work. Among the reasons offered the following are the most prominent: (1) The teaching profession furnishes a larger initial salary than do other lines of work for which young men are qualified. Accordingly, many young men plan to teach for a year or two and use their earnings in further preparation for other occupations. (2) Many young men, upon graduation from a liberal arts college, have not definitely determined upon their life-work. As there is a scarcity of men in the profession, teaching offers as good, if not better, opportunities than can be had in other lines of work.

Among the reasons given for continuing in the profession, the following are the most prominent: (a) The attractiveness of the profession as a means of rendering "social-civic" service; (b) A natural liking for and a keen interest in children; (c) The ability to "realize a respectable income"; and (d) A fondness for teaching, coupled with the idea that the work is very enjoyable. From these facts, it appears that the profession has more attractive features than are generally reported.

Special work in teaching. As an instructor, a principal may be required to teach almost any subject or combination of subjects offered in the high school,

giving from five to thirty-five hours per week to such classroom duties. The subject most commonly taught by principals is mathematics. Science and history are also commonly taught. However, the present tendency is to free principals from all teaching.

Additional duties which principals may perform. Aside from school duties, a principal in order to make his work most effective needs to affiliate actively with the church, to engage in representative community activities which will put him in personal touch with the people of the district, and to be present at such social and professional meetings as will increase the chances for making his services more effective.

Outside work principals have engaged in while doing school work. Only twenty-five per cent of the principals reported any outside work which they found it expedient to do along with school work. Eleven per cent of the principals had done farming in a small way, usually during vacations. A few others had done work in salesmanship, selling real estate, etc. As a rule, however, a principal's entire time is devoted to his school duties.

Scale of wages. Table I shows the range of salaries and the median salary of principals of each class.

Table I. Range of Salaries and Median Salary of Principals of Each of the Four Classes:

Class	Range of Salaries Lowest	Highest	Median Salary
I	\$ 675	\$3000	\$1800
II	1350	4000	2500
III	2300	7500	3100
IV	3000	7000	4800

This table reveals the fact that the minimum, the maximum, and the median salaries increased directly as the enrollments of the schools, with but one exception. The median salary of all the principals was found to be \$3250. In addition to these facts, the reports show that annual salaries tend to increase directly as the ages of the principals and as the number of years in the profession. The number of years spent in preparation has little influence upon salary, so long as a principal possesses the equivalent of a college education.

Attitude of principals toward their work. The majority of the principals regarded their positions as highly satisfactory. Thirty-two per cent of the principals planned to remain in the profession "for life," while forty-four per cent of them planned to remain indefinitely. It was evident that only a few of them had any definite idea of transferring to other lines of work.

CONTACTS AND OPPORTUNITIES IN PRINCIPALSHIPS

In this section the answers to each important question concerning the general nature of the profession will be summarized and interpreted.

Professional organizations which are essential to growth in service. The reports showed that seventy-five per cent of the principals consider membership in state associations and sixty per cent consider membership in The National Educational Association essential to the growth of principals. Among the sectional meetings of prominence, local and county meetings rank high. In addition to these affiliations, participation in principals' organizations furnish contacts of genuine value.

Specific opportunities for professional advancement. The reports showed that twenty-three per cent of the principals consider that a good principal looks forward to the time when he can leave one position and advance to a larger principalship, a superintendency or a college position. Five per cent of the principals considered the opportunities "good"; four per cent of the principals said that they are "excellent"; and one per cent said they are "unlimited."

Methods of securing professional advancement. Summer school attendance was clearly the most frequently used method of securing professional advancement. The reports showed that the younger principals of the smaller schools find it very essential to attend "periodically" or "practically every summer." The reading of professional literature, engaged in "advanced study," which includes summer school work, "home study," "research", and the like, and attending professional meetings, are very important methods of securing professional advancement.

Concerning the reading of professional literature, the reports indicated the importance of the following educational periodicals.

Table 2. Frequency of Mention of Educational Periodicals Which Are Helpful to Principals in Their Work:

Name of educational periodicals.	Frequency of mention
School Review	64
School Board Journal.....	26
School and Society.....	16
Elementary School Journal.....	13
Educational Administration and Supervision	8
Journal of Educational Research	8
Journal of Education.....	7
The Journal of the National Educational Association	7
Educational Review	6
Journal of Educational Psychology	4

Teachers' College Record.....	4
Education	3
State Journals	3
National School Digest	2

This table indicates that the reading of carefully selected educational periodicals is very helpful. Furthermore, the value of educational periodicals to a principal depends largely upon their contribution to the particular needs of his district.

Business organizations which are essential to growth of principals. Twenty-three per cent of the principals mentioned "Commercial Clubs" and eighteen per cent "Chambers of Commerce" as the most important business organizations which are of value to them in their work. Other than these widely known clubs, there were mentioned only those which are typical of particular communities. In all, sixty-three per cent of the principals stated that there is real benefit to be derived from participation in business organizations, yet the reports show that it is mainly the principals of the larger schools, who find it expedient to affiliate with the leading business men's organizations.

Opportunities for economic advancement. The reports showed that principals differ widely in their opinions regarding the opportunities for economic advancement. Some consider that such opportunities are "excellent," while others insist that they are "very poor." Two principals report that they have advanced "from a teacher at \$630 per annum to an executive at \$3300" and "from \$450 to \$3800 in sixteen years." These figures certainly supply evidence of satisfactory economic advancement. It is clearly evident that there are opportunities for economic advancement for some principals while there are practically none for others. Doubtless a capable, ambitious man will find as numerous opportunities for advancement as a principal as in other lines of work.

Methods of gaining economic advancement. Two of the principals described the method of gaining economic advancement most aptly when they said, "It will depend upon my professional advancement", for "as I get more experience I expect to get more pay." The reports showed that there are in reality three ways in which economic advancement may be obtained: (1) There is the result of "regular increases in the salary schedule" in any school system. (2) There are the increases resulting from transfers to other schools, or to other

similar positions. (3) There is the economic advancement which results from "saving" and "wise investment of earnings." In addition, the reports showed that there are other opportunities which a few principals have of increasing their earnings: five per cent received small incomes of less than \$500 for lecturing; thirteen per cent received from \$25 to \$880 for evening school work; twenty per cent received from \$50 to \$10,000 per year from investments, special summer instruction, etc.; and seven per cent realized annual incomes ranging from \$50 to over \$2,000, with a median income of \$500 from professional writings which they did last year. Thus it is evident that there are many ways in which principals may realize larger annual incomes.

Social organizations which are essential to growth. While there was a great variety of judgments regarding the values to be derived from social contacts, a large percentage of the principals considered that some such contacts are essential in order to meet with and gain a better understanding of the people. Of those organizations which were mentioned, the numerous fraternal orders were considered most important by forty-one per cent of the principals. The Rotary Club was stressed by twenty-five per cent of the principals, the Kiwanis Club by thirteen per cent of them, and various other social clubs by ten per cent. The value of clubs depends upon the locality because a principal will want to affiliate with those social organizations which will aid in the establishment of valuable contacts with the people of the community.

Privileges resulting from length of school year. The reports showed that thirty per cent of the principals were employed for ten months per year, while twenty-nine per cent of them were employed for nine months per year. Most of these men were in charge of the small and medium sized schools. The long summer vacations provided ample opportunity for summer school attendance for the purpose of increasing their professional knowledge and eventually of gaining promotions to larger schools which pay higher salaries and employ for longer periods of time. In addition, to the summer vacations, there is the usual seven to twenty-one days vacation during the Christmas holidays, and often a spring and an autumn recess, beside the Saturdays, which are available for recreation, "catching-up," and self-improvement.

DIFFICULTIES ENCOUNTERED BY PRINCIPALS

The answers which one hundred principals gave regarding the difficulties they encountered with (1) the school board, (2) teachers, (3) churches, (4) politics, and (5) community standards and interests, will be summarized and interpreted in this section.

Difficulties encountered with the School Board. Many principals have no personal dealings with the Board. The superintendent is the official head of the schools and the principal works through the superintendent. Yet there are a few difficulties which a principal encounters. The replies suggested that the fundamental difficulty is the lack of understanding and consequently the lack of appreciation and vision on the part of board members. They are "narrow and conservative" and "have so little idea of educational methods and policies that they must constantly be educated to a realization of the actual needs." But, "as a rule, while boards are somewhat conservative, they are willing to progress in so far as they have acquired the vision."

Difficulties encountered with teachers. Thirty per cent of the principals have no difficulties to speak of with their teachers. In cases in which difficulties occur, it is usually with "the poor ones who move on" or with others who have not been treated properly. The problems which were mentioned by seventy per cent of the principals have been grouped together and these groups will be discussed in the order of the frequency of their mention in the reports:

(1) Teachers lack professional interest and "hence have little of the spirit of real service." It is hard to get them to take the profession seriously. "Many of them are not interested in professional study" and will not even "keep in touch with the vital problems of the day." The principal is constantly trying to keep them from becoming "time servers."

(2) Teachers are non-progressive. "There is marked inertia on the part of some." Occasionally there are those who "fail to respond to suggestions for improving their kind of class work." In most cases, however, the principal needs only "to take up the slack."

(3) Teachers are poor and indifferent. "It is a difficult problem to get well prepared, interested, capable teachers who are willing to give their best efforts and their whole-hearted interest to the students and the school."

(4) Teachers lack training. "Too

many teachers have not prepared specifically for teaching" or will remain in the profession only "temporarily."

(5) Teachers' interests are transitory. "Too many girls are waiting to marry" while other "very high grade teachers leave for higher salaries than are paid in our system."

(6) Some teachers lack vision; some lack ability to handle pupils; some strive for popularity rather than for results; some lack the ability to see that a school system demands some restraints upon them as individuals; and some are too immature. A principal can overcome these difficulties to a large extent by educating the people to provide the necessary funds to hire high grade teachers and by exercising diplomatic oversight in his administrative and supervisory duties.

Difficulties encountered with churches. Fifty-eight per cent of the principals reported no difficulties with the churches. Four per cent of the principals insisted that "progressive churches help." But the reports showed that there are a few obstacles presented by churches in some cities. (1) Most conspicuously, churches are conservative. (2) Sectarian jealousies sometimes hamper the work of the school. (3) Occasionally "pastors are inclined to want to dictate the social life of the community"; they hold "a petty attitude toward community affairs"; "they wish to gain some advantage for their own congregation"; and they often "impose upon the good will of the best teachers by overloading them with church work." A few communities have several church schools which furnish a problem.

Difficulties encountered with politics. Sixty-six per cent of the principals encountered no difficulties with politics. One principal said, "Petty town politics keeps the superintendent in hot water, but so far has not affected the principal." Yet the principal is affected when "the election of school administrators depends upon their politics," when "school board members are elected because of their political faith," and when "politicians consider education a tax burden and not an investment."

Difficulties encountered with community standards and interests. Twenty-five per cent of the principals find their communities entirely satisfactory. Fifty-nine per cent, on the other hand, pointed out various limitations. (1) The most important of these is "low standards." The presence of foreign elements is generally reported to be the cause of

this. (2) "Ignorance of the place and purpose of the modern school" is reported to be very great in some communities. (3) "The community is too much inclined to judge the school by its standing in athletics, and to allow too much interference from athletic fans who know nothing of the school's needs." (4) Class distinctions are sometimes very marked and have to be dealt with. (5) Ofttimes the community assigns too many duties to the school. All of these community standards affect the school in one way or another.

Other limitations and difficulties affecting the work of principals. One principal said, "I am of the opinion that there is no other profession having fewer difficulties affecting it than teaching." This does not mean, however, that there are not a great many limitations and difficulties which attach to a principalship. The reports showed that the principals find such a variety of problems to solve that it is hard to classify them. Some of the most important are enumerated as follows:

(1) One principal expressed the conviction held by many principals when he said, "The universal limitation is the lack of finances, for without sufficient funds adequate building and equipment cannot be provided nor can well trained teachers be secured." (2) "Business men do not consider that they are stockholders in the school concern. If they did, keen interest thus aroused would greatly improve the work of the school." (3) "A principal's authority is not proportional to his responsibility." (4) "The uncertainty of tenure always prevents the laying of the most far-reaching plans." (5) "Antiquated school laws retard progress." Almost any of these difficulties, however, may be overcome by persistent, sympathetic instruction accompanied by "long patience."

DESIRABLE QUALITIES, PREPARATION, AND EXPERIENCE OF PRINCIPALS

The material of this section will be presented as follows: (1) The judgments of the principals regarding (a) the desirable native abilities and (b) the desirable personal qualifications of young men who contemplate entering the profession; (2) The training which young men should have in order to be assured of a fair degree of success as a principal; (3) The experience which is desirable for young men who expect to become principals.

Judgments of principals regarding desirable native abilities. The reports

showed that young men of "exceptional" and "superior" abilities may expect to achieve a marked degree of success as principals. "They may expect to advance rapidly to large positions paying from \$6000 to \$8000, provided they have personality and do not expect to get to the top in a year or two." However, some of the principals warn that there are "only a few positions in very large cities" for young men of these classes, although any man possessing such qualifications "can make good permanently if he will be satisfied in a position below the very top." On the other hand, young men of "average" ability are limited in their opportunities for advancement. They will find it possible, however, to render useful and happy service in smaller communities and at the same time realize a comfortable living.

Judgments of the principals regarding desirable personal qualifications. Table 3 shows the ranking of various personal qualifications which one hundred principals emphasized.

Table 3. Ranking of Various Personal Qualifications Which Young Men Contemplating Principalships Should Possess:

Personal Qualifications	Frequency of mention
Administrative ability	85
Personality	67
Sense of justice	48
Ability to get school cooperation	38
Tact	38
Sense of humor	36
Professional leadership	33
Industry	32
Initiative	30
Sincerity	30
Self-confidence	14
Business ability	9
Ability to get inter-school cooperation	9
Optimism	9

The table reveals two significant facts: (1) "Administrative ability" and "personality" are the most important personal qualifications which young men should possess in order to be assured of real success as high school principals. (2) In addition to these, the reports showed that there are several qualities of large significance in the equipment of a principal.

Training desirable for principals. In addition to the four years of college work which are required for certification of high school teachers in most states, the reports showed that one year of graduate work is highly desirable in the training of principals. Graduate courses dealing with the practical side of education and with psychology are found to be desirable. The reports further showed that professional preparation should not begin

until after the first year in college, and preferably not until after the second year. However, it seems desirable to have a student take one or more courses in Education early in his college course so that his thinking will be directed toward educational problems.

Experience desirable for principals. The majority of the reports showed that one year as a high school teacher is absolutely necessary and that more than one year as a teacher is desirable for those young men who wish to get the most valuable experience.

OPPORTUNITIES FOR PROFESSIONAL CAREERS AS HIGH SCHOOL PRINCIPALS

The purpose of this section is fourfold: (a) To summarize the facts which are favorable and unfavorable to professional careers as high school principals; (b) To present conclusions based on the facts submitted regarding opportunities of young men for professional careers in the field of high school principalships; (c) To present the judgments of one hundred principals regarding the items which should be stressed in discussing opportunities for careers as high school principals; and (d) To list effective methods of presenting these items to high school senior boys.

Favorable features. The data presented lead to the following conclusions:

(1) Principalships afford attractive opportunities for young men to attain positions of considerable responsibility early in life.

(2) A large percentage of the men who entered principalships because of some temporary reason found their work so attractive that they decided to remain in the profession permanently.

(3) Early experiences in the profession offer unusual opportunities to develop skill in applying the knowledge of educational methods. The principals of smaller schools usually do a certain amount of teaching. This experience enables them to gain a more intelligent understanding of the significance of good teaching and the difficulties which teachers encounter.

(4) Principals of larger schools are freed from almost all teaching duties and responsibilities. Hence they may devote practically all of their time to administrative duties.

(5) The majority of principals have little idea of transferring to other lines of work. A number of them, however, look forward to advancement to superintendencies and to college positions.

(6) Principals enjoy numerous privi-

leges through such contacts as the following: (a) State associations, the National Educational Association, and sectional meetings, which permit of acquaintance with leading educators and with current educational tendencies; (b) Commercial Clubs and Chambers of Commerce, which permit of direct contact with the leading business men of the community; (c) Various fraternal organizations, the Rotary Club, the Kiwanis Club, and other similar bodies, which offer opportunities for social contacts with the men of the community.

(7) Principalships offer unusual opportunities for personal betterment. The outstanding opportunities are the following: (a) Opportunities for professional advancement to positions of greater responsibility through experience gained in service, reading of professional literature, attendance at professional meetings, and summer school attendance; (b) Opportunities for economic advancement to positions paying as high salaries as \$7,500 per year through regular increases in salary schedule, promotions to superintendencies, and wise investment of earnings; and (c) Opportunities for recreation, "catching-up" and self-improvement, through home study, research, and summer school attendance.

(8) Young men of exceptional and superior abilities have wide opportunities for advancement to positions of large responsibility and "respectable" incomes provided they possess administrative ability and personality and have the necessary professional preparation.

Unfavorable features. The data presented lead to the following conclusions:

(1) The opportunities for satisfactory positions as principals are somewhat restricted because there is only a limited number of principalships in comparison with superintendencies and teaching positions.

(2) A community expects much of a principal by requiring him to teach classes, coach athletics, debates, and school plays, participate in numerous school and community activities, and take an active part in church work, in addition to serving as principal. This results in reducing the amount of time and energy available for developing administrative efficiency.

(3) The salary received is small in comparison with other professions which require a similar amount of preparation. A principal is unable to engage in much other work for which he will receive additional income, because most of his time is taken up with his school duties.

(4) A principal is limited in his abil-

ity to realize his educational ideals by a school board which may be narrow, conservative, and ignorant of educational methods and policies; he is often handicapped in getting work done by teachers who are very poorly qualified and inadequately prepared for their work; he often runs into serious difficulties because of conservative and critical church organizations which attempt to control the policies of the school; he may encounter difficulties if an inefficient superintendent or unqualified board members are elected because of their political affiliations; he may be unable to accomplish his educational ideals because of low community standards; and he is always encountering difficulties because of lack of funds to provide adequate equipment and sufficient salaries for better teachers.

Opportunities for professional careers as high school principals. The facts submitted seem to justify the following conclusions regarding opportunities for professional careers as high school principals:

(1) There are attractive opportunities for lifelong careers in the field of high school principalships for a limited number of capable young men who possess the following qualifications: (a) Administrative ability and personality, plus one year of graduate study in which educational courses dealing with the practical side of education are emphasized; (b) A real liking for and a keen interest in young people of high school age; (c) A strong desire to devote one's life and energy to a gigantic piece of work which attempts to prepare young people for their place in the work of the world; (d) An indomitable courage to continue in a great work in the face of numerous difficulties and limitations; and (e) Ability to enter widely into the social life of both the younger and the older people of a community.

(2) There are opportunities for lifelong careers in the field of high school principalships because of the following current tendencies: (a) Increased public recognition of the work a principal does; (b) Opportunities for direct contacts with the leading business men of a community, and with the leading educational experts of the country; (c) A tendency to free principals from teaching so they can devote their whole time to administrative and supervisory duties; and (d) Increased salaries which furnish more adequate compensation for services rendered.

Items to stress. Table 4 shows the frequency of mention of the items concern-

ing principalships which should be presented to high school senior boys.

Table 4. Frequency of Mention of Items Which Should be Stressed in Presenting Opportunities in Principalships to High School Senior Boys:

Items concerning principalships	Frequency of mention
1. Opportunities for social participation	81
2. Opportunity for professional growth	78
3. Qualities which are needed for success	75
4. Opportunities for building up "social-civic" standards....	68
5. Opportunities for home life..	65
6. Qualities which are indicative of probable failure.....	52
7. Length of profitable service..	50
8. Social requirements	48
9. Standards of living.....	46
10. Length of working day, week, and year	37
11. Salaries received at different ages and on different levels	31
12. Capital invested and returns expected	25
13. General upkeep of business as compared with other professions	23
14. Permanence in community....	23
15. Cost of office space, equipment, and help	19
16. Opportunities for economic betterment	19
17. Conditions of work.....	17
18. Frequent changes of schools..	17
19. Opportunities for recreation..	13
20. Tenure of office.....	6

The comments of the principals indicated that some of the items, such as tenure of office and conditions of work, do not have to be stressed because the facts concerning them are so obvious. Other items of an unfavorable nature should be presented because "fairness to the boys requires it." One principal said, "The only point I would stress is, 'Do you think you could be happy in the work?'" This may well be a deciding motive. However, a clear understanding of the work of principals is essential to an intelligent decision.

Methods of presenting. Table 5 shows the frequency of mention of effective methods by which the opportunities for professional careers as principals may be presented to high school senior boys.

Table 5. Frequency of Mention of Effective Methods by Which Opportunities for Careers as Principals May be Presented to High School Senior Boys:

Methods of Presenting Principalships	Frequency of mention
1. Special speakers from other professions, when such are vitally interested in education as a profession.....	66
2. Individual conferences	58
3. Special conferences	52
4. Principal	44
5. Literature in the form of folders, magazine articles, etc.	44
6. Special speakers	39

7. Both individual and group conferences	38
8. As part of regular class work	37
9. Superintendent	35
10. Group conferences	33
11. Someone from another school system	31
12. Teacher in system	24
13. Special classes	18

The table suggests several methods of presenting opportunities for professional careers as principals. Special speakers and conferences, both individual and group, are preferable. One principal says, "It is a matter of keeping before the boys the problem of their life work and should be handled through the vocational guidance department if there is one in the school."

It is rather surprising to find that less than fifty per cent of the principals would present the opportunities of their own work. Three per cent of this number report that "teachers and principals should exhibit such enthusiasm as will show students the joy of real service." If principals "by example" could create an interest in the profession on the part of boys, such testimony would doubtless prove more effective than any other method which might be employed. On

the other hand, it seems very important to present facts concerning teaching as well as other professions or vocations to groups of high school boys who are making decisions concerning their life careers.

Conclusions: This investigation shows that the profession offers unlimited opportunities for real service in the cause of humanity, although the recognition received is not always satisfactory. In spite of unsatisfactory standards and conditions in some districts, secondary education is receiving greater recognition each year because it is rendering larger service. This is possible because better teachers are entering the profession, salaries are increasing, buildings and equipment are improving, and principals are organizing and supervising high schools more intelligently and scientifically. There is need of a large number of thoroughly trained young men who can serve as leaders and experts in the field of secondary education and who can investigate scientifically one after another the numerous problems of administration and supervision which confront high school principals.

Chapter News

We regret that every Chapter is not represented in this issue. National Vice-President Williams sent out a request to each chapter. That request was supplemented by a letter from the office of the National Secretary. None of our communications was returned. We have thus exhausted our efforts to secure news material regarding program activities from every active and alumni chapter.

National Vice-President Williams has given a splendid review of these reports from chapters. See page 3 of this issue. —Mng. Ed.

ALPHA (Indiana)

The following program has been arranged by Alpha Chapter for this semester:

Oct. 24—Discussion of Constitution and By-Laws of Phi Delta Kappa led by Prof. H. G. Childs, Faculty Sponsor.

Nov. 7—Business Meeting.

Nov. 14—Open Meeting. Dr. Alderman of Indiana University to be principal speaker.

Nov. 28—Round table discussion.

Dec. 12—Initiation.

Jan. 9—Regular meeting. Mr. O. Finley will give a report of his work on Ph.D. thesis, or review of current educational articles.

I also wish to report the Phi Delta Kappa dinner held during the State Teachers Association meeting at Indianapolis. The Chapter voted to do away with the Section as previously held and

have instead a six o'clock dinner. Thirty-five brothers attended the dinner, representing not only Indiana but other states as well. Dr. A. L. Suhrie, Dean of School of Education, Cleveland, Ohio, was the principal speaker of the evening. Dr. G. H. Alderman, a new member of the faculty in the School of Education, Indiana University, followed Dr. Suhrie on the program. The dinner was a success in every way and a very enjoyable and profitable evening was spent by all.

JAMES L. GOFF,
Corresponding Secretary.

DELTA (Stanford)

The program for Delta Chapter for 1922-23 will not be essentially different from that which has been followed for several years. Plans are already under way for the first meeting of the Educa-